

BOOK
3



AWESOME ADVENTURE series

Level 3

Back to Save
the Earth!



Lesson Plans - Book 3 Unit 8



Story: Here Come the Unicorns

TL 1

- call	- everywhere	- first, second, third
- (for) a long time	- heal	- I hear (music)
- I made a mistake	- in trouble	

TL 2

- I remember	- now	- together
- What can they do?	- What color are they?	- What do they have?
- What do they look like?	- Where do they live?	

Basic Aims:

By the end of the unit the learners will:

BA1: be able to understand the story 'Here Come the Unicorns'

BA2: be able to answer questions about 'Here Come the Unicorns'

BA3: be able to use some key words or phrases from 'Here Come the Unicorns'

Advanced Aims:

By the end of the unit the learners will:

AA1: be able to answer more complex 'why' questions about the story 'Here Come the Unicorns'

AA2: be able to cooperate with their classmates to play a strategy game

Materials

<ul style="list-style-type: none">• Homework• iPad / tablet• Flashcards• 'Here Come the Unicorns' story (blown up on A3 or on a projector)• 'WH' questions Guided Discovery worksheets	<ul style="list-style-type: none">• Story Summary from Book 2• The Battle for the Earth Game• Game tokens (any tokens, as long as there are different colors for robots and unicorns)• Story audiobook• Deck of cards• Balls
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Week 1

Before class	<p>Play the song 'Animal Guessing Game' in the background. Check homework and give out new homework and new comic readers.</p> <p>Go over the aims from Unit 7 if you haven't already.</p>
Create interest	<ul style="list-style-type: none"> ✓ Show the story cover and tell the learners they are going to hear the next part to the story. ✓ Review what happened in the last story. ✓ 'What do you remember?' → Show the story summary from Book 2. Have the learners order the pictures and talk about what they remember to speculate on what will happen next.
Lexis BA1, 2, 3	<p>Start with TL1. Feel free to substitute the following activities with some of your own favorites. Be sure to follow an appropriate progression.</p> <p>Show → Show the cards while modeling the language a couple of times. Draw attention to the images that illustrate the meaning as you go. Most of the words can be demonstrated at this stage.</p> <ul style="list-style-type: none"> ✓ A bit of extra work may be needed for: <ul style="list-style-type: none"> <u>everywhere</u> – There are cats here, here, here, here, here... there are cats everywhere! <u>in trouble</u> – Give other examples such as being in a house on fire. <p>Identify → Swatting Game</p> <p>Place learners in two teams. Issue learners paper batons (you can easily make some with craft paper and tape). The first team to hit the correct flashcard wins.</p> <p>Identify Individual → Place the flashcards on the floor or on the board. Issue each learner a ball. Model the TL of a card and the first learner to hit the correct card wins.</p> <p>CCQ → Tell the learners to cheer 'Yes!' or angrily shout 'No!'. Check instructions with a couple of basic examples, such as 'My name is banana'. Next, demonstrate the words, like in the show stage, correctly or incorrectly say the language in a rising intonation to check comprehension. Assign points for correct responses.</p> <p>Drill → Touch your head/clap three times Game</p>
Song BA1	<ul style="list-style-type: none"> ✓ For the first reading, a straight reading will work well. The interactive elements of the story should make it engaging enough. ✓ Be sure to have a good read through the comic before telling the story to ensure you will be able to tell it confidently and with appropriate voices. Make sure you understand how the interactive element where the learners need to say the password works. ✓ The audio for the comic is available through the QR code. It will provide you with a good source of ideas.
Homework	<p>Hand out and demonstrate how to complete the homework and give stickers as usual.</p>

Week 2

Before class	Have 'Animal Guessing Game' playing in the background. Check homework.
Song	<p>Animal guessing game has a built-in receptive task which makes its introduction a bit easier.</p> <ul style="list-style-type: none"> ✓ Listen to the song animal guessing game. Pause the song before the last hint for every animal and have the students guess the animal. ✓ Play the hints and confirm their guesses.
Lexis Learner Training BA1, 2, 3	<ul style="list-style-type: none"> ✓ Draw attention to the track list and QR code at the back of the textbook. ✓ Use the audio (tracks 18 to 20) to show the learners how they can practice the vocabulary at home. ✓ The tracks take the learners through a basic receptive sequence. ✓ Follow it up by going back to track 18 and have the learners repeat along to the audio.
(Optional)	Produce → Pass the Bomb Game
Story BA1	<ul style="list-style-type: none"> ✓ Use the story summary and ask the students what they remember from last week. ✓ Have the learners speculate on what items are not in the story.
Learner Training	<ul style="list-style-type: none"> ✓ Use the audio book accessible through the QR code. Have the learners use their comics if they have them or an A3 laminate of the comic to follow along with the story. ✓ Show the learners where to find the audiobook. ✓ Ask the learners to listen to it at home. ✓ Follow up by letting the learners see if their guesses for the last 4 images of the story are correct or not.
Homework	Assign homework and give stickers as usual.

Week 3

Before class	Have 'Animal Guessing Game' playing in the background. Check homework.
Lexis BA1, 2, 3	<p>Go straight into the lexis to have time to fit in a song activity as well as a reading of the story.</p> <p>Show → Show the cards while modeling the language a couple of times. Some of the cards are quite detailed. Draw attention to the images that illustrate the meaning as you go.</p> <ul style="list-style-type: none"> • I remember: Show the first part of the card and mimic searching for a key. Next say "I remember, It's on the table!" and draw attention to the bottom half. • For the question cards, draw a question and answer dialogue on the board. In the answer spot, put 'I'm fine.' Gesture to the blank question bubble and elicit the question. Next, use the TL cards. Model the different answers pointing at the different parts of the cards and try to elicit the questions (They probably won't get most of these so don't sit on the elicitation too long). <p>Identify → Swatting Game: Place learners in two teams and issue paper batons. The first team to hit the correct flashcard wins.</p> <p>Drill → Pelmanism (AKA concentration): Drill the language for each card that is turned over.</p> <p>Produce → Slow Reveal</p> <p>CCQ → Have the learners do the 'WH' questions guided discovery activity.</p>
Story BA1	<ul style="list-style-type: none"> ✓ Show the learners the story summary. Ask them which two things are not in the story (the bicycle and the penguin). ✓ Check if they were correct in the items that they said were not in the story from the Story Summary page. ✓ If you haven't gotten through the full story in previous weeks, be sure to go at a pace that will allow you to do so. If time allows, have the learners help you tell various parts of the story.
Activity AA2	If time allows, start playing the Battle for the Earth game on p.12-13 (see Week 4 lesson plan)
Homework	Assign homework and give stickers as usual.

Week 4

Before class	Have 'Animal Guessing Game' playing in the background. Check homework.
Lexis BA1, 2, 3	<p>Test → Show the cards one by one. Have the learners put up their hands if they know how to say it. Take out cards they are able to produce and add in new cards from TL2 to have a set of 8 cards.</p> <p>Produce → Pass the Bomb</p> <p>Some classes may need extra practice.</p> <p>The following relates to AA1 so you may want to skip it if it is far beyond your learners' current level.</p> <ul style="list-style-type: none"> ✓ Review 'why' questions from Unit 4 (Big Black Building). ✓ A quick chant to the tune of the song should help remind the learners. ✓ Ask some of the following why questions to concept check that it asks for reasons. <div style="display: flex; justify-content: space-between;"> <p><i>Why do the robots put hamsters in chairs?</i></p> <p><i>Why do you study English?</i></p> </div> <div style="display: flex; justify-content: space-between;"> <p><i>Why do you go to school?</i></p> <p><i>Why do you watch TV?</i></p> </div>
Story BA1, 2, 3 AA1	<ul style="list-style-type: none"> ✓ Tell the story, asking questions as you go. ✓ Consider starting halfway through the story or going at a faster pace to save time for the speaking activities at the end. ✓ You could skip the story this week in favor of saving time for the speaking activity. <p>AA1 questions you can ask your learners:</p> <ul style="list-style-type: none"> • <i>Why does Noa throw a hamster?</i> • <i>Why do they go to the factory?</i> • <i>Why is the Hyena in a good mood?</i> • <i>Why does the hyena ask them questions about Zorn?</i> (this can be hard to answer in terms of language) • <i>Why are Mia and Noa angry?</i> • <i>Why do the robots want to pollute the oceans?</i> (this is a bit hard as well) • <i>Why is everyone not happy at the end?</i>
Activity AA2	<p>See the end of the plan for how to give instructions on this game.</p> <p>Materials needed: Game tokens, one color for the unicorns, one color for the robots.</p>
Homework	Assign homework and give stickers as usual.

Games

Swat

This is a simple standard identify game. Use the batons made of rolled up card. Lay out the cards. Have the learners make a circle around the cards. Call on of the vocabulary items, then say 'One, two, three, go!'. They have to wait for 'go!' before they try to hit the card. Take away points for jumping the gun.

Touch your Head/Clap Three Times

You need a deck of playing cards. Deal all of the cards. Don't let the learners look at the cards. On the count of three, the learners turn over a card from their pile. If two cards are the same, they have to touch their heads. If a king or Joker is turned over, they have to clap 3 times. The first person to do the action takes all of the cards on the table. Drill the target language between turns.

Kick the Cup

Make two teams. Have them stand in two lines at one end of the room. Lay out two sets of the flashcards face up across from each team. Put a paper cup on each card. Drill an item of lexis. On the count of three, one player from each team races to kick the cup that is on the item that has been called. To make the game safer or more challenging, have the learners balance a stuffed toy on their head as they do it.

Pass the Bomb

Have the learners make a circle. Give each learner a flashcard. Have them put it at their feet. Set a timer to between 10 and 20 seconds. Have the learners pass the ball to each other randomly. When they throw the ball, they have to say the language on their card. When the timer goes off, the learner holding the ball is out. Repeat the activity until there is only one left.

Battle for the Earth

Show the game board and point out its features

- Show the 9 nature areas.
- Show the factories.
- 'The factories make robots. This is a robot.' → Show a small game piece (or use blue tac!). Put one at each factory.
- 'These are unicorns.' → Show the game tokens for the unicorns. Put one at each of the two S marks on the map.

Explain the goal of the game

- The robots want to pollute the nature areas.
- The unicorns want to clean the nature areas and destroy the robots.

Demonstrate game play

Playing as robots

1. The robots can either move 1 space or pollute one space.
2. When they get to a nature area, they can pollute the space that they are on. Demonstrate by using a marker and scribble on one space that a robot is standing on.
3. If the robots manage to pollute 3 spaces, the whole area is destroyed. Demonstrate by scribbling over the whole area.

Playing as unicorns

4. The unicorns can move 5 spaces.
5. They can clean one space or destroy one robot.
6. The turn is finished when they clean one space or destroy one robot. Demonstrate by counting 3 spaces moved and cleaning a space. CCQ 'Can I move again? 4? 5? NO!'
7. Repeat the step above for destroying a robot.

The turn bar

Demonstrate a turn. Robots and unicorns all move. Cross off a turn on the bottom right hand of the page.

Show that at turn 4,7,10 and 13 the factories each produce another robot.

ICQ

How many spaces do unicorns move?

How many spaces do robots move?

Can the Unicorns move after they destroy a robot? (this is easier to check by demonstrating the wrong thing and asking "Is this OK?")

When do the factories make new robots? Point to the turn bar.

How many spaces do the robots pollute to destroy 1 area?

When is the game finished? (at turn 15).